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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Social Studies PRIMARY DIVISION

Child Life in Other Lands Part 2

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

SOCIAL STUDIES
Primary Division

CHILD LIFE IN OTHER LANDS Part 2

4 programs of 20 minutes each.

This is part two of a two-part series. Part one consisted of six programs of thirty minutes each.

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Please address inquiries and comments on this series to:

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1670 Bayview Avenue,
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INTRODUCTION

The intent of the series is to present to the children of Ontario a balanced and objective view of cultures and environments in some other countries. The countries were selected because they represent the ethnic backgrounds of a significant number of new Ontario residents. There is no conscious attempt at editorial comment, as the case study format is utilized to a large degree. The camera observes and records. It is left to the child who is viewing the program to draw conclusions, to make comparisons, and to point out differences.

These programs are not complete units within themselves in the sense that every aspect of life receives attention. For example, in one film, we observe village and country life, in another we observe a family living in a city, in the remaining two the camera follows the life of children living on two very different islands. They are designed to stimulate further study, discussion and research.

SUGGESTED PRE-VIEWING ACTIVITIES

1. A graphic overview of Canada and Canadians, drawing upon the variety of landscapes, people, languages, work and customs of our country, could provide the basis for a comparative study of other countries and Canada.
2. Discussion on the familiar experiences of life in Ontario could form a similar foundation for comparison.
3. Some of the children in the classroom may be of different ethnic origins. Their varied background and experiences could initiate lively discussions on the homelands of many of our new Canadians.
4. Study of available texts, maps and globes or a visit to a local travel agent in the area would provide a helpful framework.

Other general pre-viewing activities for the series are listed in the Teachers' Guide for Part One of this series. Additional pre-viewing and post-viewing activities are suggested for each of the following programs.

PROGRAM 7

FRANCE — LES MENHIRS

This program presents a view of child life in and around the village of Carnac in Brittany. It stimulates an interest in some of the ancient legends and folk customs which still form a part of the life of people in Brittany today.

PROGRAM CONTENT

Brittany is a land where fascinating evidence of prehistoric inhabitants can still be found and where many ancient legends, folk tales and customs survive.

A narrator evokes this atmosphere. Children are seen clambering through an old grave or *dolmen,* and then the picture dissolves to a girl of seven who lives in Carnac, a small village of the Gulf of Morbihan. Anne-Marie is excited because her class is going on an outing to the *menhirs.* These huge graduated stones have stood in the fields for over 4000 years. No one knows who erected them, but one old legend says they are the remains of an invading army, turned to stone by the good Saint Cornely.

Anne-Marie's friend calls for her and the two walk up the street to the village square, past the bakery with its long French loaves, the church with its statue of Saint Cornely, and the fish market, where local oysters are a special delicacy. The two finally reach the school, and the school bus moves off down the narrow country lanes. From the bus can be seen picturesque farms, horse-drawn carts, herds of cattle, and a roadside cross. The children are allowed to stop and pick blackberries. At last they arrive at the *menhirs,* whose rows stretch for two and one-half miles through gorse, heather, and farm land. The children play games, sing, and have a picnic lunch.

Suddenly, the sound of the local *bagad* or folk dance group is heard. They come to practise for their weekly performances, led by two instrumentalists playing the *biniou* (bagpipe) and *bombarde* (a reed instrument). The *bagad* winds its way among the stones leaving the children entranced and eager to join in the dancing.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Children could locate Brittany and the Gulf of Morbihan on a map of France.
2. Recollection of legends the children have read could lead to a discussion of what a legend is.
3. Learn the French words for the days of the week (sung in the program).

SUGGESTED POST-VIEWING ACTIVITIES

1. The children could discuss the things they liked about Brittany and the things they disliked, giving reasons.
2. Suggestions could be made by the children about the ways of child life that were similar or different to their own.
3. After recalling the legend of the *menhirs,* children could write or tell a legend of their own about the *menhirs* or the *dolmens.*
4. Research and reports on prehistoric peoples, sun worship, burial tombs, and the pyramids of Egypt could be encouraged.
5. Children could imitate the Breton games and dances shown.
6. Further research could be initiated on the cheeses and oysters of France and on farming and fishing.
7. Children might read other legends about King Arthur or the Canadian Indians.

Useful References

CREED, VIRGINIA. *Life in Europe — France.* Fideler Co., 1956.

GIDAL, SONIA & TIM. *My Village in France.* Pantheon Books, 1965.

GOTTLIEB, GERALD. *The First Book of France.* Franklin Watts Inc., 1959.

NEWMAN, BERNARD. *Let's Visit France.* Burke Publishing Co., 1966.

notes

PROGRAM 8

SPAIN – LAS RAMBLAS, BARCELONA

This program shows the colourful surroundings of a young child in a lively Spanish city.

PROGRAM CONTENT

The program follows Antonio and his younger brother, José, around the centre of Barcelona. They have been given sufficient money to buy a pet from one of the pet stalls on Las Ramblas, a famous boulevard in the heart of the city. José is anxious to buy his hamster immediately, but Antonio wants to enjoy the city. He leads José down to the harbour, where the monument of Christopher Columbus towers above them. The boys peer into the replica of the "Santa Maria" which lies at anchor besides huge cargo boats. They come eventually to the pet stall where they buy a hamster, and then make their way back to the Metro Station via the great Plaza de Catuluna.

Throughout the program we are aware of the bustle of city activity: the crowds, the noisy traffic, the tourists, souvenir vendors, sidewalk cafés, the fountains and the pigeons. We see the ordinary people at work – the shoe shine man, the traffic policeman and the sellers of lottery tickets and of flowers. Brief flashbacks to the family apartment give a glimpse into family life.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Children could locate Spain and Barcelona on a map of Europe and then consider life in a Spanish city – homes, schools, children's recreation, and food.
2. A child in the class of Spanish origin might tell the class about his experiences there.
3. A list of questions the children have about the Spanish city of Barcelona might be drawn up. The list could then be left on display for reference until the program is viewed.

SUGGESTED POST-VIEWING ACTIVITIES

1. Aspects of the film which made the greatest impact on the children could be discussed.
2. Did the program answer their questions? These answers could be listed with any additional information gathered about Spanish life.
3. A discussion could be held on the effects of the sunny climate of Barcelona on the way children dress, their outdoor life, their homes, and the reason for the trees along the boulevards.
4. Research could be done on Christopher Columbus in relation to the spread and influence of the Spanish language on the continents of North and South America. Children could make a comparison between Columbus' ship with the ships of today, touching on the following questions. What kind of ships would come to Barcelona and why? From what other Mediterranean ports would they come and where would they go? What goods would they carry?
5. A few Spanish words heard on the program might be reviewed.
6. Children could make a display of Spanish coins (*pesetas*), dolls, shawls, and food.
7. The class might listen to some Spanish music and move to its rhythm; paint a mural of Spanish life; dramatize the television story; write original stories about Spain.
8. A discussion on the similarities and differences in the lives of the Spanish boys, (compared with that of the viewers), might be useful.

Useful References

BUCKLEY, PETER. *Luis of Spain,* Franklin Watts, 1955.

GIDAL, SONIA & TIM. *My Village in Spain.* Pantheon Books, 1962.

MAIQUES, G.M. *Life in Europe—Spain,* Fideler Co., 1954.

MANNING, J. *Young Spain.* Dodd Mead & Co., 1963.

Visual Geography Series. "Spain in Pictures". Sterling Co., 1962.

notes

PROGRAM 9

WEST INDIES – TRINIDAD TRAILS

This program introduces Canadian children to a number of aspects of child life on a West Indian island and develops the concept of the influence of the natural phenomena of the island upon the way of life of its inhabitants.

PROGRAM CONTENT

The film examines the life of a middle class family – their home, clothing, food, customs and recreation. It visits the school which the children attend and shows part of a lesson and a game played at recess. The children are taken on a bus trip through the countryside where they enjoy a variety of experiences at Pitch Lake, a sugar plantation, coconut groves, mangrove swamps, the Caroni bird sanctuary, a Port-of-Spain market, Fort George and the Caribbean. Contrasts within the country and with Canada are well-developed throughout.

SUGGESTED PRE-VIEWING ACTIVITIES

1. A visual picture of a tropical island could be built up by assembling sugar, coconut, shells, an aquarium, coins (pirates' treasure), and a fruit. Children might be encouraged to talk, explain, and draw from their own experience.
2. Trinidad and Tobago could be located on a map – this area can be contained in Ontario. This may lead to deductions on climate, vegetation, animal and bird life.
3. A West Indian in the class could relate the things he liked best about his island and make comparisons with Canada.
4. Clapping hands to the beat of West Indian music could initiate discussion on the nature of the people who created it.
5. The children's deductions and questions could be listed on chart paper to be checked after the film has been seen.

SUGGESTED POST-VIEWING ACTIVITIES

1. A general discussion might be held on the aspects of the film which made the greatest impact on the children.
2. Some may wish to write about or illustrate any scene which was particularly memorable to them personally.
3. Enquiries into the countries from which the ancestors of the West Indies came, the cultural contributions of each race, and the location of various immigrants in Canada, could involve the use of maps or diagrams.
4. The teacher might tell a story related to the history of the island or read a chapter of *Robinson Crusoe*.
5. A mural could be made drawing on the children's own experiences and those they remember from the film.
6. The class could play the game the children played in the film or assemble an "orchestra" and accompany a record of West Indian music.
7. New vocabulary might be introduced from a discussion of the following: the *role* of the mother or father compared with previous films or with Canadians, the *division of labour* in the family, and the *economic resources* of the island.
8. The qualities and characteristics of the West Indian child could be listed giving examples of each from the film. Children will draw their own comparisons.
9. Reference could be made to the children's deductions, to see if their questions were answered.

Useful References

GUDMUNDSON, S.M. *Getting to Know the British West Indies.* Coward & McCann, 1961.

HUGHES, LANGSTON. *The First Book of the West Indies.* Franklin Watts, 1956.

QUARRY, JOHN. *The Land and People of the West Indies.* Adam & Chas. Black.

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PROGRAM 10

YUGOSLAVIA – FRANE OF BRAČ

This program broadens the social experience of the Canadian child by examining aspects of daily life on a rocky island in the Adriatic Sea. Specifically, it involves the viewer with the response of the inhabitants of the island to the challenge posed by the difficult environment from which they must wrest a living.

PROGRAM CONTENT

Frane, a Yugoslav boy, lives with his parents on the stony island of Brač, off the coast of Yugoslavia in the Adriatic Sea. In order to support his family and provide for his son's future education at a naval academy, Frane's father, a sailor, works on freighter ships in the Mediterranean Sea most of the year. Brač is a poor island. In the summer, fishing is the main industry. Because of the rocky nature of the island, agriculture is difficult. Stones must be removed from the earth to provide sufficient soil in which to grow crops. Soil washed away from the terraced vineyards during the winter rains, must be carefully replenished each spring by carrying soil from the valleys up to the terraced hillsides. The rocks, constantly being piled up, are used for houses, roofs, paving stones and retaining walls. Another island industry is the creation of beautiful handmade lace. The warm and pleasant waters around the island attract many tourists from all over the world. This tourist industry helps bring money to Brač.

The main problem on the island is the lack of fresh water. By September the wells dry up. Donkeys bring water down from the mountains, but it is never enough. Often, water is brought by boat from the mainland. Unless there is rain in September the crops shrivel up and die.

When Frane's father returns home from sea in August the family celebrates by taking a trip to the mainland city of Split for shopping and attending the theatre. Split was first built by the Roman Emperor Diocletian and some of the ancient ruins can still be seen.

SUGGESTED PRE-VIEWING ACTIVITIES

1. In locating Yugoslavia on a map of the world, children could speculate on the climate, vegetation, industry, animal and bird life.
2. Comparisons of the size of Yugoslavia with Ontario and other countries, (such as Spain and France), could be drawn.
3. A child in the class of Yugoslavian origin could tell the class about his experiences there.
4. A reference list of questions about Yugoslavia which the children would like the program to answer, could be composed.

SUGGESTED POST-VIEWING ACTIVITIES

1. A general discussion could be conducted on the aspects of the film which made the greatest impression on the children.
2. The children could review their queries about Yugoslavia, building up a chart of answers to the questions.
3. The problems which the people in the film on Yugoslavia face and the ways they solve these problems, could provide a basis for class discussion. Such a topic could include comparisons with the problems of people in Ontario.
4. Research groups could look in the library for reference books about the people, climate, vegetation, industry, animal and bird life of Yugoslavia. Each group could report to the class.
5. Countries around the Mediterranean could be studied to determine what goods the ship of Frane's father may have carried.
6. Children may wish to write about child life in Yugoslavia, comparing it to their own.
7. Children might paint a mural of Yugoslavian life; listen to Yugoslavian folk music; learn to sing a Yugoslavian song; dramatize Frane's story.

Useful References

GIDAL, SONIA & TIM. *My Village in Yugoslavia.* Pantheon Books, 1957.

TILLYARD, ANGELA. *The Land and People of Yugoslavia.* Macmillan Co., 1963.

notes

Scheduling for this series can be found in the monthly ETVO SCHEDULE sent to all teachers. For long-term planning, reference can be made to the ETV Schedule (Calendar), which lists programming from October to June and was mailed to all teachers. However, it is most important to check the monthly ETVO SCHEDULE for the last minute changes always involved in extensive programming.

CHILD LIFE IN OTHER LANDS

Part 2